



## ARIZONA

The Afterschool Investments project is developing profiles for each state to provide a snapshot of the “state of afterschool,” as well as an opportunity to compare afterschool activities across the country. This profile provides key data and descriptions of the afterschool landscape, which includes a range of out-of-school time programming that can occur before and afterschool, on weekends, and during summer months. It is designed to serve as a resource for policymakers, administrators, and providers.

## Statewide Initiatives

- **Quality Programs Initiative.** In the early 1990s, the Governor’s Community Policy Office’s Division for Children, using funds transferred from the Arizona Department of Economic Security’s (DES) Child Care Administration, began contracting a portion of Child Care and Development Fund quality dollars to the Arizona School-Age Coalition (AzSAC) to enhance the quality of school-age programs throughout the state. The Quality Programs Initiative works to improve quality through the following activities: 1) training and technical assistance to help programs improve quality and move toward accreditation standards through the National AfterSchool Association (NAA); 2) collaboration and planning activities for school-age stakeholders at the state and program levels; 3) needs assessment at the state level and development of tools to help community leaders gauge local demand for afterschool programs; 4) public awareness activities, including public service announcements and increased web-based information; and 5) recognition of afterschool leaders through various annual awards programs.
- **Statewide Strategic Planning and Network for Afterschool.** In 2000, the Arizona School Age Coalition (AzSAC) brought together a variety of state and local representatives to develop a five-year strategic plan for out-of-school time in Arizona. Attendees representing state policymakers, state agencies, tribes, foundations, children’s advocacy groups, and afterschool programs formed an advisory council—the Arizona School-Age Council Network—that now meets six times a year to revise and implement the strategic plan. Additional stakeholders, including the child care resource and referral agency, faith-based

## Quick Facts

## Demographics

Total population: .....5,130,632

Number of children  
ages 5-12: .....624,746

Percent of population: .....12%

Percent of students eligible  
for free and reduced-price  
lunch: .....Data not available

Percent of K-12 students  
in Title I “Schoolwide”  
schools: .....Data not available

For more demographic information, visit <http://nccic.org/state/data/statepro/arizona.html>

Child Care and  
Development Fund (CCDF)• CCDF Administrative  
Overview

Administering agency:  
Department of Economic Security,  
Child Care Administration

Total estimated FFY03  
federal and state  
CCDF funds: .....\$118,734,478

FFY03 total federal  
share: .....\$94,519,800

FFY03 state MOE plus  
match: .....\$24,214,678

School-Age & Resource and  
Referral Earmark: .....\$395,803

FFY02 Total Quality  
Expenditures: .....\$2,797,935

Percent of children receiving  
CCDF subsidies who are  
ages 5-12: .....45.6%



U.S. Department of Health and Human Services  
Administration for Children and Families, Child Care Bureau



leaders, additional municipal representatives, and universities have joined the Council Network. In 2003, the Network received funding from the C.S. Mott Foundation to further its efforts to expand the quality and quantity of afterschool programs throughout the state. AzSAC serves as the advisory board for the ongoing implementation of the 21st Century Community Learning Centers program and also acts as the state's National AfterSchool Association affiliate. AzSAC also provides grants to five Regional Coalitions of afterschool programs forming networks at the regional level, provides training and technical assistance to program providers, hosts an annual conference on afterschool, and has established afterschool resource centers at regional libraries.

For more information, see <http://www.azsac.org>.

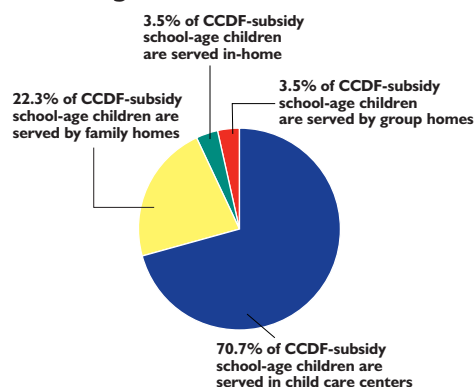
- **Phone Friend.** The state will be implementing a bilingual “warm line” phone service for children who are home alone. The service, available before- and afterschool, will be staffed by trained volunteers to assist children with homework, sibling conflicts, problem solving, and non-emergency situations. The program will also provide safety training to children through outreach to community-based settings, often schools.

## Notable Local Initiatives

- **Phoenix Activity City (PAC).** This citywide program delivers recreation, education, and enrichment for elementary school-age children. In 1999, the Phoenix Mayor and City Council pledged to expand the decades-old program to all willing schools in Phoenix so that every interested child can participate free of charge. By 2001, the city expanded its offering with an investment of over \$4 million to 166 school sites throughout the various school districts. Currently, Phoenix spends over \$60 million in city, state and federal funds on afterschool programs that serve 30,000 to 50,000 children.

## Quick Facts (continued)

### • Settings



### • Uses of CCDF Earmarks and Quality Dollars for Afterschool

*“Resource and referral and school-age” earmark:*

Funds can be used to provide training and technical assistance for school-age providers. Additionally, the Governor’s Office for Children, Youth, and Families may collaborate with community groups to provide out-of-school time programs targeted to adolescents ages 11-14. A “Phone Friend” program will also be developed to provide children who are at home alone a “warm line” to access caring adults.

*Other quality activities:*

Providers that are pursuing national accreditation may receive enhanced training, technical assistance, and mini-grants. Specialized training may also be offered to providers serving special needs school-age children.

### • Provider Reimbursement Rates and Family Copayments

*Label assigned by state for school-age rate category:*

6 years to less than 13 years

*Maximum rate for center-based school-age category:* .....\$22/day

*Note:* Rates vary by district. Rates for District 1 given.

*Standardized monthly center-based school-age rate:* .....\$300

*Is “time in care” a factor in determining family copayment for school-age care?*

Yes, based on full or part-day care.

## Statewide Organizations

### National AfterSchool Association Affiliate:

Arizona School-Age Coalition  
700 W. Campbell, Suite 3  
Phoenix, AZ 85013  
Phone: 602-234-3941 x44  
Web: <http://www.azsac.org>

### Statewide Child Care Resource & Referral Network:

Children and Family Resources, Inc.  
2800 East Broadway Boulevard  
Tucson, AZ 85716  
Phone: 800-308-9000  
Web: <http://www.arizonachildcare.org>

## Additional Resources

### State Child Care Administrators:

<http://nccic.org/statedata/dirs/devfund.html>

### State TANF Contacts:

[http://www.acf.hhs.gov/programs/ofa/hs\\_dir2.htm](http://www.acf.hhs.gov/programs/ofa/hs_dir2.htm)

### 21st Century Community Learning Centers Contacts:

<http://www.ed.gov/programs/21stcclc/contacts.html>

## Quick Facts (continued)

### Notable Features of Rate System:

For licensed providers, an enhanced rate (up to 10%) above maximum rate is available if national accreditation standards are met.

### Temporary Assistance for Needy Families (TANF) and Child Care

FFY02 state TANF transfer to CCDF: .....\$749,798

FFY02 TANF direct spending on child care: .....\$44,218,327

### Program Licensing and Accreditation Policies

Are there separate school-age licensing standards? .....Yes

Are school-operated programs exempt from licensing standards? .....No

Ratio of children to adults in school-age centers: .....20:1

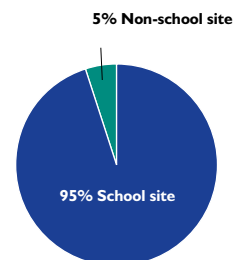
Number of National AfterSchool Association (NAA) accredited programs: .....7

### 21st Century Community Learning Centers (21st CCLC)

FY02 state formula grant amount: .....\$4,952,662

Applications funded: .....9

Program locations:



Licensing required?.....Yes

## Notes and Sources

### Demographics

**Total population:** *Demographic Profiles: Census 2000*, U.S. Census Bureau, as cited in *State Child Care Profiles*, National Child Care Information Center, available at: <http://nccic.org/statedata/statepro/index.htm>.

**Number of children ages 5-12:** *Census 2000 Summary File (SF-3) Sample Data*, Table P8, Sex by Age (79), U.S. Census Bureau.

**Percent of students eligible for free and reduced-price lunch rate:** *Overview of Elementary and Secondary Schools and Districts: School Year 2001-02* (Table 10), National Center on Education Statistics, May 2003. Because data from School Year 2001-02 was unavailable for Wyoming, data from School Year 2000-01 was used. Data was unavailable for either school year for Arizona, Connecticut, and Tennessee.

**Percent of K-12 students in Title I "schoolwide" schools:** *Overview of Elementary and Secondary Schools and Districts: School Year 2001-02* (Table 9), National Center on Education Statistics, May 2003. The federal Title I program provides funding to local school districts and schools with high percentages of poor children to help ensure that all children meet challenging state academic content and student academic achievement standards. Schools enrolling at least 40 percent of students from poor families are eligible to use Title I funds for schoolwide programs that serve all children in the school.

### Child Care and Development Fund

The Child Care and Development Fund (CCDF) is the largest federal funding source for child care. States receive a funding allocation determined by formula and have broad flexibility to design programs that provide child care subsidies for low-income children under the age of 13 and to enhance the quality of child care for all children. Federal CCDF funding consists of mandatory, matching, and discretionary funds. Federal law requires that states spend at least 4 percent of their CCDF funds as well as additional earmarks on activities to improve the quality and availability of child care. CCDF administrative data in this and the following sections is from the U.S. Department of Health & Human Services, Administration for Children and Families, Child Care Bureau, as reported by States, unless otherwise noted.

**FFY03 state MOE plus match:** In order to receive Federal matching funds, a state must expend Maintenance of Effort funds. Note that this does not capture actual expenditures, only the minimum required to draw down all available federal funds.

**FFY02 total quality expenditures:** Many states spend more than the required minimum 4 percent on quality expansion activities. Note that this data includes FY02 funds expended for quality activities from each of the CCDF funding streams (mandatory, matching, and discretionary) and expenditures under earmarks for quality, infant and toddler, and school-age and resource and referral. This figure provides information obtained from state financial reports submitted for FY02. States continue to report on their expenditures of FY02 funds until expended; therefore, these numbers are subject to annual updates.

**Uses of CCDF Earmarks and Quality Dollars for Afterschool:** Portions of CCDF discretionary funds are earmarked specifically for resource and referral and school-age child care activities as well as for quality expansion. (These funds are in addition to the required 4 percent minimum quality expenditure.)

**Maximum rate for school-age category:** Rate listed applies to center-based care; where rates vary by region or county, the rate for the most populated urban area is given.

**Standardized monthly school-age rate:** Monthly rate for a child, age 8, in care after school during the school year at a center in the most costly district for four hours per day, 20 days per month. Calculated (in the lowest tier of a tiered system) using information from the FY2004-2005 State CCDF Plan, including rate structures, as submitted to the U.S. Department of Health & Human Services, Administration for Children and Families.

### Temporary Assistance for Needy Families (TANF) and Child Care

In addition to spending TANF funds directly on child care, a state may transfer up to 30 percent of its TANF grant to CCDF. Expenditures represent TANF funds spent in FY02 that were awarded in FY02 and prior years. Data from the U.S. Department of Health and Human Services, Administration for Children and Families.

### Program Licensing and Accreditation Policies

**Ratio of children to adults in school-age setting:** Data from National Resource Center for Health and Safety in Child Care, available at: <http://nrc.uchsc.edu>.

**Number of NAA-accredited programs:** Data from the National AfterSchool Association, April 2004, available at: <http://www.nsaca.org/accredited.htm>.

### 21st Century Community Learning Centers

The No Child Left Behind Act of 2001 converted the 21st Century Community Learning Centers' authority to a state formula grant. In past years, the U.S. Department of Education made competitive awards directly to school districts. Under the reauthorized law, funds will flow to states based on their share of Title I, Part A funds. States will use their allocations to make competitive awards to eligible entities. 1999, 2000, and 2001 grants will continue to be administered by and receive funding through the U.S. Department of Education.

**FFY02 formula grant amount:** Data from the U.S. Department of Education 21st Century Community Learning Centers Office. Available at: <http://www.ed.gov/about/overview/budget/statetables/04stbypr.xls>.

**Applications funded:** Data from *State Administration of the 21st Century Community Learning Centers Program*. Compiled by Learning Point Associates, September 8, 2003.

**In 2003, the Child Care Bureau awarded a three-year technical assistance contract to The Finance Project and their partner, the National Governors Association Center for Best Practices, for the Afterschool Investments project. The goals of the Afterschool Investments project include:**

- Identifying ways that states and communities are using Child Care and Development Fund (CCDF) subsidy and quality dollars to support out-of-school time programs, and sharing these practices and approaches with other states;
- Identifying administrative and implementation issues related to CCDF investments in out-of-school time programs, and providing information and context (about barriers, problems, opportunities) as well as practical tools that will help CCDF administrators make decisions; and
- Identifying other major programs and sectors that are potential partners for CCDF in supporting out-of-school time programs and providing models, strategies, and tools for coordination with other programs and sectors.

## Contact Us:

### Email:

[afterschool@financeproject.org](mailto:afterschool@financeproject.org)

### Web:

[nccic.org/afterschool](http://nccic.org/afterschool)

### The Finance Project

1401 New York Avenue, NW  
Suite 800

Washington, DC 20005

Phone: 202-587-1000

Web: [www.financeproject.org](http://www.financeproject.org)

### National Governors Association Center for Best Practices

444 North Capitol Street, NW  
Washington, DC 20001

Phone: 202-624-5300

Web: [www.nga.org](http://www.nga.org)

*The Afterschool Investments project's State Profiles are designed to provide a comprehensive overview of noteworthy State and local initiatives across the country. Inclusion of an initiative in the Profiles does not represent an endorsement of a particular policy or practice.*